

## Chapter Pacing Guide

Please note that this pace is based on completing selected sections of the text in 90 classes, approximately 90 minutes each. Less time can be allotted for each chapter if you plan to teach the entire text.

<b>Block</b>	<b>Content</b>
1	35.1 Following Digestion of a Meal
0.5	35.3 The Endocrine System
0.5	Chapter Assessment

# Block Schedule Planning Guide

## 35.1

# Following Digestion of a Meal

pages 917–923

**National Science Content Standards:** UCP.1, UCP.2, UCP.5; A.1, A.2; B.2–4; C.5; E.2; F.1; G.1

### Pacing Guide

1 block

Lesson & Problem-Solving Lab

**KEY:** SE = Student Edition, TWE = Teacher Wraparound Edition, TCR = Teacher Classroom Resources, BDOL = Biology: The Dynamics of Life, URB = Unit Resources Booklet

### Objectives

- Interpret the different functions of the digestive system organs.
- Outline the pathway food follows through the digestive tract.
- Identify the role of enzymes in chemical digestion.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 84 and Master, *TCR/URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, URB English, pp. 51–52; Spanish, pp. 55–56
- \_\_\_\_\_ Reteaching Skills Transparency 50 and Master, *TCR/URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 35.1 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 35
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3** *Using the Internet in the Science Classroom*, TCR
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Real World BioApplications*, pp. 49–50 URB

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 34 tests while students complete the Bellringer for Section 35.1.</li> </ul>	Section Focus Transparency 84 and Master, <i>TCR/URB</i>	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 34 test questions.</li> </ul>	<i>Chapter Assessment</i> , pp. 266–267 URB	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 35 with the Two-Minute Chapter Launcher.</li> <li>• Teach the main concepts of Section 35.1.</li> <li>• Use the Teaching Strategies and Visual Learning aids to discuss the Inside Story.</li> <li>• Do the Quick Demo.</li> </ul>	<i>TWE</i> , p. 916 <i>TWE</i> , pp. 917–923 <i>TWE</i> , p. 919, 920  <i>TWE</i> , p. 920	30–35 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students complete Problem-Solving Lab 35.1 and assess their results.</li> <li>• Review Section 35.1 concepts with the Reteaching Skills Transparency.</li> </ul>	<i>SE</i> and <i>TWE</i> , p. 922  Reteaching Skills Transparency 50 and Master, <i>TCR/URB</i>	25–30 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete the Portfolio: Primary Teeth.</li> <li>• Assign Section 35.1 Assessment.</li> <li>• Assign relevant questions from Chapter 35 Assessment.</li> </ul>	<i>TWE</i> , p. 919 <i>SE</i> , p. 923 <i>SE</i> , pp. 939–941	10 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Modified Assessment.</li> </ul>	<i>TWE</i> , p. 923	10 minutes

[total = 90 minutes]

# Block Schedule Planning Guide

## 35.3

# The Endocrine System

pages 929–935

### Pacing Guide

1/2 block

Lesson & BioLab

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**National Science Content Standards:** UCP.1–3, UCP.5; A.1, A.2; B.2, B.3; C.5, C.6; F.1

### Objectives

- **Describe** the internal feedback mechanism controlling hormone levels in the body.
- **Contrast** the actions of steroid and amino acid hormones.
- **Identify and interpret** the functions of some of the hormones secreted by endocrine glands.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 86 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparency 65 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, pp. 46 *URB*
- \_\_\_\_\_ *BioLab Worksheet*, pp. 47–48 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, p. 54; Spanish, p. 58

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 35.3 Presentation
- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch. 35
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 60 *URB*

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 35.3.</li> <li>• Have students check homework answers.</li> </ul>	Section Focus Transparency 86 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 923, 939–941	5 minutes
<b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>	<i>TWE</i> , pp. 923, 939–941	5 minutes
<b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Section 35.3 with the Quick Demo.</li> <li>• Teach the main concepts of Section 35.3.</li> <li>• Have students read the BioLab and begin the procedure. (Note: they will finish the BioLab for homework.)</li> </ul>	<i>TWE</i> , p. 930 <i>TWE</i> , pp. 924–928 <i>SE</i> , pp. 936–937	15–20 minutes
<b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Do the Check for Understanding and Reteach strategies.</li> <li>• Answer questions on Chapter 35 in preparation for the test.</li> </ul>	<i>TWE</i> , p. 935 <i>TWE</i> , pp. 917–941	5–10 minutes
<b>Homework</b> <ul style="list-style-type: none"> <li>• Have students finish the BioLab procedure and answer the Analyze and Conclude questions.</li> <li>• Have students complete Section 35.3 Assessment.</li> <li>• Assign relevant questions from Chapter 35 Assessment.</li> </ul>	<i>SE</i> , pp. 936–937 <i>SE</i> , p. 935 <i>SE</i> , pp. 939–941	5 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Assessment activity.</li> </ul>	<i>TWE</i> , p. 935	5 minutes

[total = 45 minutes]

## Pacing Guide

1/2 block

Review/Assessment

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Edition, *TCR* = Teacher Classroom  
Resources, *BDOL* = Biology: The  
Dynamics of Life, *URB* = Unit  
Resources Booklet

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 35 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 35
- \_\_\_\_\_ *ExamView®Pro Testmaker CD-ROM*, Ch. 35
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM*:  
Ch. 35 Assessment

### Lesson Plan

Activity	Resources	Suggested Time
<b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students check homework answers.</li> </ul>	<i>TWE</i> , pp. 935, 939–941	5 minutes
<b>Reviewing the Chapter</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> <li>• Answer any final questions about Chapter 35.</li> </ul>	<i>TWE</i> , pp. 917–941	5 minutes
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Distribute the test and allow students to work quietly.</li> </ul>	<i>Chapter Assessment</i> , pp. 71–76 <i>URB</i>	30–35 minutes
<b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, let them explore the Internet connection for Chapter 36.</li> </ul>	<b>bdol.glencoe.com</b>	0–5 minutes

[total = 45 minutes]